California State University SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	**EDSS 530**
Course Title	**SECONDARY EDUCATION IN THE 21ST CENTURY**
CRN Number	**20996 and 20998**
Days	**Fridays**
Time	**Varies**
Course Location	**University Hall 444**
Semester / Year	**Spring 2017**
Instructor	**Sean Nank, PhD;**
Phone	**760-458-3178**
E-Mail	**snank@csusm.edu;**
Office	**Virtual**
Hours	**By appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DESCRIPTION

The purpose of this course is to give the future high school teacher the opportunity to explore models and strategies that are on the cutting edge of the high school reform movement as we move forward through the 21st Century. Recent reform documents and the emergence of online education, mobile technology, and alternative modes of curriculum delivery (e.g. flipped and blended classroom models), provide the framework for the course. This theme is explored using the basic tenet of connectivism and the learning theories of Lave and Wenger. The use of a personal learning network (PLN), a 20% project, and a digital curriculum project will be explored in great detail. Assignments connected to the creation and maintenance of a PLN are aimed at linking theory to practice. Consequently, one of the requirements embedded in these assignments is the expectation that many of them will be completed through reflection on an educational blog or website

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422, EDSS 511, EDSS 521, & EDSS 555 and completion of CP I.

Course Objectives

Upon completion of this course, the teacher candidate will be able to demonstrate knowledge, understanding, appreciation, and practical skills for applying:
1. Characteristics (dispositions) and practices (strategies) of the teacher in the reformed, 21st Century high school;
2. Community connections, such as relationships with parents, service learning, and school to career;
3. Research in teaching and learning, in particular connectivism and online education;
4. Observation and reflection as an integral part of practice; and
5. Characteristics and practices of the reformed, 21st Century high school.

Credit Hour Policy Statement

In all credential course work, it is expected that for every one hour of contact time, you will complete approximately two to three hours of work outside of class.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

(We recommend purchasing books from: http://www.abebooks.com/ , http://www.amazon.com or http://www.half.ebay.com/)

Nank, S. D. (Interviewee), Vicki Davis (Interviewer). (2018). iPad for masterful math: Randomizing formative math assessment. Episode 228. Retrieved from: http://www.coolcatteacher.com/ipads-masterful-math-randomizing-formative-math-assessment/

Nank, S. D. (2017). Seven steps for adapting technology to the classroom. Southeast Education Network (SEEN) (19, 1). Retrieved from: http://www.seenmagazine.us/Articles/Article-Detail/ArticleId/6500/Seven-Steps-for-Adapting-Technology-to-the-Classroom

Nank, S. D. (Interviewee), Schaffhauser, D. (Author). (2017). What's out in 2017: 5 ed tech trends on the way out in 2017. THE Journal: Transforming Education Through Technology (44, 2). pp. 14 – 17. Retrieved from: https://digital.1105media.com/THEJournal/2017/THE_1703/TJ_1703Q1.html#p=1

Nank, S. D. (Interviewee), Schaffhauser, D. (Author). (2017). What's hot: 9 major ed tech trends for 2017. THE Journal: Transforming Education Through Technology. Retrieved from: https://thejournal.com/articles/2017/01/12/whats-hot-9-major-ed-tech-trends-for-2017.aspx

Richardson, W. (2013). *Why school?: How education must change when information and learning are everywhere*. New York: Ted.

Thomas, D., & Seely Brown, J. (2011). A New Culture of Learning: Cultivating the Imagination for a World of Constant Change. N.p.: CreateSpace Independent Publishing Platform.

Wagner, T. (2008). *The Global Achievement Gap: Why even our best schools don't teach the new survival skills our children need - and what we can do about it.* New York, NY: Basic Books

Recommended Texts *Selections may be included in electronic readings.*

Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate peripheral participation.* New York, NY: Cambridge University Press.

Wong, Harry K, *The First Days of School*, ISBN 978-0-9764233-1-7, 4th ed; hard copy or e-book; Effective Teaching.com

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

Course Material Available

Cougar Courses

Your assignments, syllabus, supplemental materials, current grades, and folders for turning in assignments are all accessible via your Cougar Courses portal. There will also be videos and links to supplement your activities during the course.

CREDENTIAL PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 8 – Learning About Students

- *Understands child and adolescent development to better understand students*
- *Uses formal and informal methods to learn about students to assess students' prior mastery*
- *Uses interpersonal interactions to learn about students' abilities*
- *Connects with the various factors that can affect student learning and modifies instruction to includes all students*

TPE 11- Social Environment

- *Understands the importance of the social environment*
- *Establishes and maintains a positive environment for learning*
- *Creates classroom community through promotion of students' social competence and natural peer*

supports

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

COURSE CALAENDAR, ASSIGNMENTS AND RUBRICS

SCHEDULE/COURSE OUTLINE

Due to the dynamic nature of the Spring 2018 Single-Subject Program schedule, there is a possibility that the schedule will be changed based on the needs of the class. A link to the online-collaborative schedule will be given on the first day of class.

Professor(s) will update the expectation of the class weekly in Moodle (Cougar Courses). Students are required to check the course Moodle weekly to ensure the topic and assignment for each week is clearly understood and to maintain an active presence in the online Community.

Date	Topic	Assignment
Session 1 January 26 **Face To Face**	Getting to know you How to use your PLN for Professional Development	● Complete the "*getting to know you survey*" ● Check Set-up for accounts and clean up your PLN: ○ G-Mail, Twitter, Weebly (About Me Page), Set-up Instagram, Google +/Communities ● If you have not done so, make your website (through Weebly or another platform).
Session 2 February 2 **Guest Speaker** **Online Session** 4 hours of online asynchronous work	Richardson: Why School? PLN - Discuss your focus	● Personal Learning Networks (PLN) ● Technology Expert Project (TEP) ● Choose your Technology **DUE** ● READ Richardson book *Why School (51 pages)* **BLOG** reflection (3 points) ● For every BLOG, the original post is due Tuesdays and peer responses are due Fridays
Session 3 February 9 Guest Speaker **Online Session** 4 hours of online asynchronous work	Wagner: The Global Achievement Gap TEP plan	● PLN Blog **DUE** (20 points) ● READ the Nank articles: Seven steps article, What's hot article, What's out article, and iPad article. **BLOG** reflection (3 points)
Session 4 February 16 **Face To Face**	Wagner: The Global Achievement Gap App Smash/Slam plan	● READ Wagner: *The Global Achievement Gap* (Intro, Chapter 1) BLOG reflection (3 points)

Date	Topic	Assignment
Session 5 February 23 **Guest Speaker** **Online Session** 4 hours of online asynchronous work	Wagner: The Global Achievement Gap Thomas/Seely Brown: *A New Culture of Learning*	• TEP Paper DUE (20 points) • READ Wagner: *The Global Achievement Gap (*Chapter 2) BLOG reflection (3 points) • READ Thomas/Seely Brown: *A New Culture of Learning* (Chapters 1-2) BLOG reflection (3 point)
Session 6 March 2 **Interview Panel** **Online Session** 4 hours of online asynchronous work	Thomas/Seely Brown: *A New Culture of Learning* App Smash/Slam	• Post the App Smash/Slam to your website (20 points) • READ Thomas/Seely Brown: *A New Culture of Learning* (Chapters 3-4) BLOG reflection (3 point)
Session 7 March 9 4:00-5:15 Nank **Face To Face**	DCP plan Thomas/Seely Brown: *A New Culture of Learning*	• Thomas/Seely Brown: *A New Culture of Learning* (Chapters 5-6) BLOG reflection (2 point)
Session 8 March 16 4:00-5:15 Nank Online Session	DCP Manage your online reputation edTPA Task 2 video recording weeks (decide on time with teacher—see letter)	• DCP embedded on personal website DUE (20 points)
Session 16 May 11 **Joint Session**	Joint Session - Reflection	

COURSE ASSIGNMENTS FOR SECONDARY EDUCATION IN THE 21ST CENTURY: NANK (350 pts)
Class participation

(20 points): Students are responsible for completing the assigned readings for each week. Most class reading will be assigned well in advance of when they are expected to be completed. Additionally, students are expected to actively engage in critical dialogue in online environments.

Personal Learning Network - (PLN)

(20 points): Each student will maintain the personal learning network, or PLN, started during the fall semester to investigate an area of education that aligns with his/her passion. Participation in the network will be targeted in this semester as a professional development resource to inform the three projects that will make up your PLN grade. The following digital tools, and some other tools discussed/discovered by the

class, will be the medium of the PLN: Twitter, Social bookmarking/content curation tools (Diigo, Learnist, Scoop.it, Pinterest, LearnZillion, etc.), digital discussion forums or communities (online communities of educators on Google+, Facebook, or Ning networks). You will also read about educational technology of your choosing and reflect on the reading on your website throughout the semester. Part of this process is to find your professional voice in a digital environment. This will entail not only blogging and participating in online educational chats, but commenting on other blogs/posts from educators around the globe. Consider the following essential questions:

- How do I learn?
- How can technology promote learning at the individual and group level?
- How can technology enhance my ability to connect in a global society?
- How can technology be leveraged in today's classroom?

The culmination of the PLN will be completed blog posts in Cougar Courses discussing how you are using your PLN to inform your TEP.

Technology Expert Project (TEP)

(20 points): You will become an expert in one area of educational technology by learning about a technological resource of your choosing that you can use in your classroom with your students. You will establish yourself as an expert in this technology. The technology should be something useful for teachers and/or students in a classroom setting. Choose the technology wisely as this will be threaded throughout your PLN assignments.

The learning outcome must be something you can measure on a success continuum. (Example of non-specific learning outcome: I want to learn how to use google classroom. Example of a more specific learning outcome: I want to learn how to create classes, post assignments, and increase collaboration using google drive in google classroom. The latter is something that has an outcome that will not overwhelm you and is easy to determine success). **The best types of projects incorporate different technological resources in a meaningful way that positively affects student learning.**   Choose technology that you have some comfort with so you can build upon your expertise – something you can use during your second semester clinical experience is great but is not necessary given the diverse and sometimes limited access to technology in schools and classrooms.

You will choose a particular technology, hardware, software, etc. and by the end of the term you will share your knowledge about the technology while building a resource teachers and/or students can use in the classroom. The Technology Expert Project will culminate with your digital learning diary. The technology will be shared with your peers with the App Smash/Slam assignment and the project you design will be shared on your website via the Digital Curriculum Project assignment.

The culmination of the TEP will be a two page paper where you identify your goal(s) for the TEP, steps to achieve the goals, technology you will use to achieve the goals, and how the TEP is intended for use in a K-12 classroom.

App Smash/Slam

(20 points): To teach both screencasting and the use of tablet, or web-based applications for learning, you will create a 3-5 minute "App Smash," screencast that introduces your classmates to how to use the technology you choose for the Technology Expert Project. Include a description of the app or technology, who can/should use them, and how it could be used for learning.

The culmination of the App Smash/Slam will be a video uploaded to YouTube and embedded on your website.

Digital Curriculum Project (DCP)

Students, including college students, are very good consumers of Internet content. Whether this be for learning or for pure entertainment, the web has been ubiquitous in its influence on our culture. For this project, you will become a producer of web content as you create a learning experience for students at the elementary, middle or high school level. The expectation is that you will use technology chosen during the TEP coupled with other technological resources to create your curriculum. The project will be multi-media and accessible on your website. It can be thematic or related to a specific content area. The curriculum must be self-contained and able to be shared publicly on the web.

The culmination of the DCP will be embedded curriculum in your website. The curriculum should detail how to use the technology you chose for your PLN and TEP in a K-12 classroom.

Grading Standards

Grades will be based on the following grading scale:

A	…………	90	–	100
B	…………	80	–	89
C	…………	70	–	79
D	…………	60	–	69
F	…………	Below 60		

Final Exam Statement

There is no final exam for this course.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Course-Specific Attendance and Participation Policy:

This course approaches content in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above COE Attendance Policy is amplified as follows:
- *Missing more than one class meeting will result in the reduction of one letter grade.*
- *Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.*

Policy on Late/Missed Work

Late work will not be accepted. The instructor (University Supervisor) should be contacted by the candidate to discuss unusual or special circumstances.

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GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.
Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The writing requirement for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.
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Course Format

This course is held entirely off site at an assigned school site campus. Workshops for candidates are also held in conjunction with the core courses required each Monday.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.